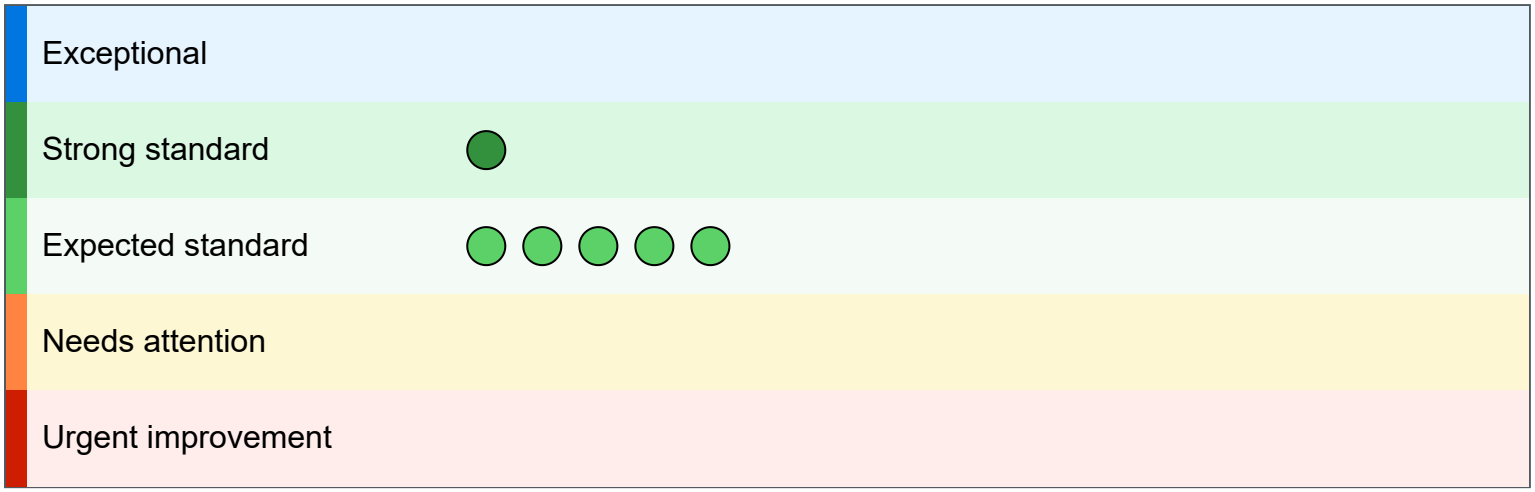
Loreto High School Chorlton

Address: Nell Lane, Chorlton-Cum-Hardy, Manchester, M21 7SW

Unique reference number (URN): 105574

Inspection report: 9 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Inclusion

Strong standard

Everyone is included in the Loreto High School community. It is a palpable ethos that runs through every element of school life. Leaders are highly ambitious for pupils. Those who could otherwise struggle to access the full range of learning or activities thrive in this nurturing environment. For example, pupils with special educational needs and/or disabilities are promptly identified and receive the right help at the right time. This means that these pupils achieve regular success in their learning and in their wider activities in school. Leaders have successfully designed staff training to centre on the most vulnerable pupils.

Disadvantaged pupils receive highly effective support. Leaders use additional funding, such as pupil premium funds, to eradicate financial barriers for those in receipt of free school meals. They skilfully provide free breakfasts for all pupils, food bank services, additional revision materials and other items as required. These ensure that pupils are ready for learning and can engage readily in lessons.

The expert staff liaise with a range of external professionals where appropriate. Leaders have strengthened the systems in place to monitor the progress of vulnerable pupils, including those known or previously known to social care and young carers.

Leaders use alternative provision sparingly to add to already highly successful strategies to help pupils. Leaders continue to meticulously check on how well these pupils are progressing.

Expected standard

Achievement

Expected standard

Pupils typically build their knowledge successfully as they move through the curriculum, including those who may find their learning difficult. This is often reflected in the work they produce.

On the whole, pupils attain in line with their peers nationally by the end of Year 11. Recently, disadvantaged pupils have attained well in national examinations at the end of key stage 4. They have outperformed their disadvantaged peers nationally. This is because of the guidance and support these pupils receive. This is also true for other pupils, including those with special educational needs and/or disabilities. Pupils who find it difficult to read, write or develop their number skills receive effective help. This means that many pupils are well prepared for their next steps when they leave school.

Attendance and behaviour

Expected standard

Leaders make sure that pupils who may face challenges to regular attendance at school receive appropriate guidance and help. This support has resulted in improvements to how regularly pupils, including those with special educational needs and/or disabilities and those

who are disadvantaged, attend school. Consequently, the rates of attendance are in line with the national average and continue to improve. Staff work closely with families and wider professionals to overcome the obstacles that cause some pupils to be absent.

Leaders have refined the processes in place to improve how well pupils conduct themselves in school. There is now a shared understanding between staff and pupils about how to behave with kindness and respect. This means that lessons are generally tranquil spaces where pupils can focus on their learning. If there are disruptions, staff are skilled in providing the right help for pupils. For pupils who may find it tricky to meet the standards in school, staff actively offer tailored solutions to help them get back on track. Bullying is rare. Staff deal with any incidents promptly.

Leaders have successfully reduced the number of suspensions and exclusions. This is largely due to the deep sense of belonging pupils feel. They want to be in school.

Curriculum and teaching

Expected standard 

Leaders have successfully embedded a well-crafted curriculum across all subjects from Year 7 to Year 11. In recent years, leaders have taken swift action to improve the quality of teaching. As a result, lessons are now places where pupils can achieve and learn well. Leaders monitor pupils' progress through the curriculum carefully to make sure that pupils can achieve as well as they should.

Teachers receive support to continually improve their subject knowledge. Typically, they use this knowledge to break down complex concepts for pupils. This helps pupils become confident and resilient learners, including pupils with special educational needs and/or disabilities.

Leaders have a sharp understanding of where teaching is more and less effective. Teachers know pupils well, particularly those who may otherwise find learning tricky. In general, they check what pupils know and use this information to shape learning appropriately. However, at times, teachers do not identify misconceptions in pupils' learning. Consequently, some pupils have gaps in their knowledge.

Leaders have effective systems in place to identify and support pupils who may need additional help to develop their reading, writing or number skills. As a result, more pupils can access the full range of learning than before. This includes pupils who speak English as an additional language.

Leadership and governance

Expected standard 

Leaders have taken timely action to improve all areas of the school since the previous inspection. This is particularly the case in the quality of teaching that pupils receive. In most areas, they have a sharp understanding of what is going well and what still needs to improve. Leaders and governors use this information to successfully develop coherent plans. Staff, as well as parents and carers, work collaboratively with leaders and governors to strengthen the school's offer. This helps to develop the shared vision and values that run through this cohesive school environment. Leaders have secure strategies in place to strengthen how well they evaluate the impact of their actions.

Leaders prioritise the wellbeing of staff. This is appreciated by staff, who strive to provide pupils with rich learning opportunities, both inside and outside the classroom. Staff are fiercely proud to work here. This pride extends to parents. They are advocates of the school and they know staff care deeply for their children.

Leaders have developed a personalised programme of training. This means that staff benefit from opportunities to deepen their knowledge and develop their practice. Staff actively work together to learn from one another.

Governors fulfil their statutory duties. They work effectively with a range of professionals to develop leaders and to provide sufficient challenge. Staff value the support they receive from governors.

Personal development and wellbeing

Expected standard

Leaders have established a coherent programme of study to develop pupils' awareness of wider issues in the world around them. They make sure that the curriculum is well designed and taught effectively. Leaders adapt the curriculum appropriately in response to local issues. For example, they amend the assembly schedule when issues arise. This has helped to build pupils' understanding of how to keep themselves safe online and in their local community. Pupils are developing an understanding of fundamental British values.

The pastoral systems in school are a key driver in improving pupils' life chances. Staff are committed to working together and with external professionals to provide mental health guidance and support should pupils need it. Pupils are well cared for and safe in school. This includes pupils who are disadvantaged and those with special educational needs and/or disabilities. Leaders keep a close eye on these pupils and make sure they have regular access to specialised staff.

Staff have designed a suitable careers programme. However, there has historically been a lack of variety for pupils to experience the world of work, training and education. This means that some pupils do not go on to appropriate pathways when they leave school. Leaders have identified this issue and have rapidly improved the programme. That said, it is too early to see the impact of this work.

Leaders and staff are committed to broadening pupils' horizons. They deliver a suite of additional activities for pupils to fully involve themselves in school life. Many do. From justice and peace club to sustainable travel projects, there truly is something for everyone. This contributes positively to pupils knowing how to become responsible citizens.

What it's like to be a pupil at this school

Pupils are overtly proud to be part of this vibrant and lively community. They embody the school's values of sincerity, truth, joy, justice, freedom, excellence and internationality. Pupils enjoy positive and respectful relationships with their friends and staff. They feel safe and

included. This is because leaders quickly deal with any incidents of unkindness, including any discriminatory language or bullying.

Over time, pupils generally build their understanding across subjects. They attain in line with peers nationally in examinations at the end of key stage 4. This is particularly the case for disadvantaged pupils and those who have obstacles to overcome during their learning journey. Pupils with special educational needs and/or disabilities receive the help and support they need to achieve success.

Pupils enjoy coming to school. They attend regularly. Generally, pupils behave with integrity and respect for their peers. This helps pupils to feel safe and to understand their role in school. This means that pupils can focus on their learning without disruption. Pupils appreciate the efforts staff make to get to know them. They know that if they need help or reassurance they can turn to their trusted adults.

Pupils relish the numerous chances they have to enjoy the ‘co-curriculum’. This offer includes a plethora of clubs, activities and charity events. Most pupils take advantage of this offer, which helps them to build their confidence and their understanding of the wider world. Gardening club, snail club and a range of performing arts and sporting clubs support pupils to develop their interests and talents. Lots of pupils take on leadership roles in school, with chaplain leaders and prefects successfully behaving as role models for others.

Next steps

- Leaders should continue to support staff to use assessment strategies effectively so that they consistently identify and address pupils’ misconceptions.
- Leaders should continue to strengthen the careers programme to ensure pupils can follow suitable pathways when they leave school.

About this inspection

The chair of the board of governors in this school is Matt O’Donoghue.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspection took place on 9 and 10 September 2026.

The inspectors met with the headteacher and other leaders during the inspection. The lead inspector met with a group of governors, including the chair of governors, a representative of the diocese and a representative of the local authority.

The school has undergone leadership changes since the previous inspection. A new headteacher was appointed in September 2026. The chair of governors was also appointed in September 2026.

The inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. It is in the Diocese of Salford. Its last section 48 inspection of its religious character took place in March 2020.

The school currently uses one unregistered alternative provision.

Headteacher: Tina Wilkinson

Lead inspector:
Helen Fowler, His Majesty's Inspector

Team inspectors:
Linda Griffiths, Ofsted Inspector
Zarina Connolly, Ofsted Inspector
Phillip Walmsley, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

742
Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,063

School capacity

750
Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

58.49%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

Pupils with an education, health and care (EHC) plan

5.12%
Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.53%

Pupils with special educational needs (SEN) support

16.98%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 14.0%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	48.3%	45.4%	Close to average
2023/24 (final)	42.8%	45.9%	Close to average
2022/23 (final)	34.7%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	46.6	46.1	Close to average
2023/24 (final)	46.2	45.9	Close to average
2022/23 (final)	42.1	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.07	-0.03	Close to average
2022/23 (final)	-0.72	-0.03	Below
2021/22 (final)	-0.38	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	41.0%	25.8%	Above
2023/24 (final)	25.3%	25.8%	Close to average
2022/23 (final)	23.3%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	43.8	34.9	Above
2023/24 (final)	38.4	34.6	Close to average
2022/23 (final)	36.8	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.50	-0.57	Close to average
2022/23 (final)	-0.89	-0.57	Below
2021/22 (final)	-0.97	-0.55	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	41.0%	53.1%	-12.2 pp
2023/24 (final)	25.3%	53.1%	-27.8 pp
2022/23 (final)	23.3%	52.4%	-29.2 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	43.8	50.4	-6.6
2023/24 (final)	38.4	50.0	-11.6
2022/23 (final)	36.8	50.3	-13.5

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.50	0.16	-0.66
2022/23 (final)	-0.89	0.17	-1.05
2021/22 (final)	-0.97	0.15	-1.12

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	87%	92%	Below
2022 leavers (revised)	88%	93%	Below
2021 leavers (revised)	85%	94%	Below

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2023/24 (final)	S	34.38	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	9.2%	8.4%	Close to average
2023/24 (3 term)	8.9%	8.9%	Close to average
2022/23 (3 term)	9.5%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	28.6%	23.4%	Above
2023/24 (3 term)	29.3%	25.6%	Close to average
2022/23 (3 term)	29.9%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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